Facilitator's Guide to the Roles & Responsibilities Module

Thank you for your commitment to SBDM and for training the council members attending your session(s). As a reminder *Roles & Responsibilities* is designed as a three (3) hour session for experienced members.

The attached *Facilitator's Guide* includes a script, as well as accompanying answer keys and notes. The script itself is discretionary and serves as a guide only; the answers are samples. Feel free to create your own transitions between topics and to facilitate discussions to your comfort level; you are not bound by the script itself. Most of the activities and readings require mandatory engagement, so passive learning and *sit and get* are not recommended. Encourage your trainees to take notes, highlight, annotate, and interact with the words on the pages.

Should you find any incorrect information or need clarification on an activity or would like to provide feedback on the module, feel free to contact your SBDM Consultants at (502) 564-3791.

Again, *thank you*.

Sample Agenda:

I. Introductions

II. *Student Achievement Overview*

III. *Roles & Responsibilities of Each Member*

IV. *Basic Legal Functions of a School Council*

V. Break

VI. *Transparency & Inclusivity*

VII. *Student Achievement*

VIII. Closing/Evaluations/EILAS

Needed Materials:

- Booklet for each participant
- Instructional Practices policy
- KDE Sample Policy (Instructional Practices)
- Computer for PowerPoint presentation
- Sign-in sheet
- EILA certificates

- Nametags or name tents
- Problem sheets
- Highlighters
- Tape
- Post-Its (optional)
- Chart paper (optional)
- Markers (optional)

KENTUCKY DEPARTMENT OF EDUCATION

Roles and Responsibilities of School Councils

Three-hour (3) training for experienced SBDM members

Objectives:

After this training, council members will be able to…

- Understand the basic legal functions of a school council
- Distinguish the roles and responsibilities of each school council member
- Discuss how school council meetings can be inclusive and effective
- Analyze the practices of successful and unsuccessful school councils

Session Overview:

This SBDM training session is meant to help participants understand the roles and responsibilities that each member of the school council has, as well as how their role contributes to student achievement. This session assists school council members in understanding how to carry out each role and responsibility in the most effective way.

Student Achievement:

The school council's mission is to improve student achievement [KRS 160.345(2)c]. Each school council must create an environment in its school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school's mission.

This SBDM training was developed by the Kentucky Department of Education for use in training experienced school council members in implementing school-based decision making.

The Roles and Responsibilities of Each School Council Member

Councils consist of an administrator, teachers, and parents. Each constituent group has separate roles on council; however, the *collective group* is responsible for ensuring its work is legal, centered on student achievement, and that meetings are transparent and inclusive. Prior to exploring those aforementioned topics, let's begin by considering the qualities of the constituents. As an experienced council member, what **qualities or traits** should each of the members bring to the table to ensure the council is successful in its work thus facilitating success and achievement in the school itself?

Sample answers below.

Principal (Chair)	Teachers	Parents
▪ Transparent ▪ Goal-oriented ▪ Facilitator ▪ Organized ▪ Knowledgeable of bylaws & policies that pertain to the council and/or school itself ▪ Does not have a hidden agenda ▪ Seeks consensus	▪ Professional ▪ Relationship-builders ▪ Takes role on council seriously ▪ Works to build capacity of the council	▪ Must show a commitment to the council (Attends meetings, is trained promptly, contributes to the discussions & asks for clarification when something is unclear, etc…) ▪ Promotes good communication and exchange of information in the school and community at large

Facilitate a discussion on what qualities and traits your participants deem important. You can have someone spell these out on chart paper as the discussion takes place and leave them posted throughout the training. As a follow-up question (at the end of the discussion), ask what traits could impede the council's work.

After the discussion, say: *The next page outlines several responsibilities of council members. Read the page silently and highlight the key responsibilities of each member.*

Directions: While reading this section, highlight the key responsibilities of each council member. When working together at a school council meeting, all school council members are equal *even if their roles differ slightly.*

PRINCIPAL

KRS 160.345(2)(b)1 states the principal is the chair of the school council. As chairperson, the principal's role is that of facilitator, gatekeeper and organizer. The principal should strive for efficiency and productivity from all school council members. He or she should focus on the objectives and the collective energy of the group moving towards solutions in an orderly fashion. As chairperson, the principal is charged with working with the school council and its committees to help the school exceed its threshold level of student performance.

The principal, as chairperson, should be facilitating the school council meetings. School council discussions and decisions should focus on student achievement. If the topic at a meeting does not affect student achievement, then the topic does not belong at a school council meeting.

The principal, as chairperson, should be establishing ground rules or norms that can be a tool for keeping order and focus in a school council meeting. Effective ground rules that all school council members to live by will help the school council avoid conflict and personalizing issues that need to be discussed openly.

TEACHER REPRESENTATIVES

Teacher representatives make up the majority of the school council. Teacher representatives, in order to assist the effectiveness of the school council, should:

- Increase understanding of school management to ensure they're meeting the changing educational needs of students
- Be familiar with the statutes that govern school-based decision making
- Serve on a variety of school council committees
- Maintain a good and working relationship with staff, families, and administrators
- Be decisive on issues that are in the best interest of all students
- Devote time necessary to understand how the present school council is managing the school, especially in areas of curriculum, instruction, scheduling or staff time, student placement, space allotment, budget and personnel
- Be "team players" and value the opinions and perspectives of other faculty and families
- Understand the link between school councils and successful school management

PARENT REPRESENTATIVES

SBDM is an opportunity for families to work in harmony with teachers and school administrators toward establishing goals for student success. Parent representatives serving on the school council should:

- Be aware of all assessments administered to students and the school's results
- Understand how the school functions
- Accept that the school cannot change overnight
- Understand the school council structure, including the structure and functions of the school council committees
- Be willing to make the time commitment necessary to be an effective member of a school council
- Promote communication and exchange of information
- Understand that the school council has not replaced the role of the school principal

Say: *Are there any responsibilities that you wish to add to the list that we did not previously mention? Are there any responsibilities that you disagree with or don't deem important? (Make additions as necessary to either the chart itself or if you chose to use chart paper, add anything else your participants want to include.)*

Say: *Each constituent on council has distinct responsibilities that feed into the collective role of the council. Let's explore some of the basic legal functions of the school council.*

(Encourage council members to highlight important information as you review this section.)

Basic Legal Functions of a School Council

By reading the SBDM statute (KRS 160.345), you will see a variety of responsibilities afforded to school councils. The ==chart below organizes these responsibilities into four categories==:

1. Curriculum, Instruction, and Assessment;
2. Schedules, Staffing, and Safe and Healthy Facilities;
3. Improvement Planning and Budgets, and
4. Operating Procedures.

You will need to provide these responses.

Notice that many of the responsibilities begin with the word *Policy*; this means that the school ==council must have a written and adopted process== or procedure in this area. Your current school council policy manual should already have these documents.

Some of the other areas only require a discussion and a decision. You do not necessarily need a policy; however, a common used practice or a written procedure ensures that the task is completed. *(Have your participants skim the categories and the contents silently. Once several minutes have passed, ask participants what stood out from the list. Is there any policy or area that was brand new learning despite having been an experienced council member?)*

CURRICULUM, INSTRUCTION AND ASSESSMENT	
Policy for the determination of curriculum	KRS 160.345(2)(i)1
Policy to determine the assignment of students to classes and programs	KRS 160.345(2)(i)3
Policy to determine the planning and resolution of issues regarding instructional practices	KRS 160.345(2)(i)6
Policy for the selection of extracurricular programs	KRS 160.345(2)(i)8
Policy for the procedures for determining alignment with state standards, technology utilization and program appraisal	KRS 160.345(2)(i)10
Policy for determining the writing process	KRS 158.6453(19)
Policy for implementing advanced placement, international baccalaureate, dual enrollment, dual credit (secondary schools)	KRS 160.348(2)
Policy for implementing parent involvement (Title I, Part A, funded schools)	ESSA (formerly *No Child Left Behind Act* of 2001, formerly ESEA)

SCHEDULES, STAFFING, AND SAFE AND HEALTHY FACILITIES	
Policy for determining the assignment of instructional and non-instructional staff time	KRS 160.345(2)(i)2
Policy for the determination of the schedule of the school day and week	KRS 160.345(2)(i)4
Policy for the determination of use of school space	KRS 160.345(2)(i)5
Policy for the selection and implementation of discipline and classroom management techniques	KRS 160.345(2)(i)7
Policy to outline the process for the adoption of emergency management plan	KRS 160.345(2)(i)9
Policy to determine the procedures for consultation	KRS 160.345(2)(i)11
Policy to establish wellness procedures (elementary)	KRS 160.345(11)
Configuration of flexible grouping	KRS 158.031
Principal selection	KRS 160.345(2)(h)
IMPROVEMENT PLANNING AND BUDGETS	
Annual review of data as shown on state and local student assessments	KRS 160.345(2)(j)
Number of persons per job classification	KRS 160.345(2)(f)
Determining textbooks, instructional materials, and student support services	KRS 160.345(2)(g)
School budget administration (aligned with district procedures)	KRS 160.345(3)(a)
Assessment of individual student progress (aligned with district procedures)	KRS 160.345(3)(b)
School improvement planning process (aligned with district procedures)	KRS 160.345(3)(c)
Professional development plans (aligned with district procedures)	KRS 160.345(3)(d) KRS 160.345(8) KRS 158.060(4)

OPERATING PROCEDURES	
Committees	KRS 160.345(2)(c)2
Meetings and meeting schedule	KRS 160.345(2)(d) KRS 160.345(2)(e) KRS 61.810

Limitations   Read this section aloud and have participants record their responses before discussing.

We have looked specifically at the major responsibilities of a school council: however, school councils also have limitations. The chart below lists these limitations. Next to the listed limitation, write the reason why *you think* the council has this specific limitation.

LIMITATION	REASONING
Run the school on a day-to-day basis	KRS 160.345(2)(c)(1) notes that councils develop policies, but the principal and staff implement them
Break contracts	Operates under district policies; therefore, schools must honor
Break state or federal statutes and regulations	Councils have authority in specific areas; however, they cannot usurp those statutes or regulations created to govern
Spend funds that the school does not have	Must remain within budget and not send the district into the red
Make decisions outside their areas of authority	Not in their jurisdiction, can apply for a waiver for anything outside of its scope/authority

REFLECTION

Which policy or decision making area is of greatest importance to you? Explain.

Answers will vary.

Have council members share their answer to the reflection question aloud.

School-based decision making councils are part of an overall plan to create schools that teach all of Kentucky's children the knowledge and skills that they will need to be successful adults. When we look at the work of school councils, it is good to begin with that end clearly in mind: *What decisions are we, as a council, making that impacts whether our current students become successful adults?* *(Pause & allow trainees to reflect on this question. Feel free to have them share aloud as time allows.)*

Let's take a quick look at the SBDM statute (KRS 160.345[2][c][1]) as it relates to the school council's role with student achievement:

> *The school council shall have the* RESPONSIBILITY *to set school policy consistent with district board policy which shall* provide an environment to enhance the students' ACHIEVEMENT *and help the school meet the goals established by KRS 158.645 and 158.6451. The* PRINCIPAL *shall be the primary administrator and the instructional leader of the school, and with the assistance of the total school staff shall administer the policies established by the school council and the local board.*


Directions: Complete the two reflection questions listed below. Once your tablemates have completed the questions, share your responses with each other.

REFLECTION

In general, what factors <u>contribute to</u> student achievement?

1. Parent involvement

2. Growth mindset

3. Qualified teaching

4. Accountability

5. Rigor

Obviously, there are factors that have an adverse effect on student achievement: *poverty, lack of parent involvement, reliable measures of progress, quality of instruction, adequate resources, etc.…* If time allows, have participants explore some of those factors, as well. You may want to also discuss how the council itself can work within its purview to promote student achievement.

As an experienced council member, what did your council accomplish in the past that helped to promote student achievement?

Answers will vary.

If participants are not seated at tables, feel free to have them work with an elbow partner or take 5→10 steps to find someone to discuss their responses.
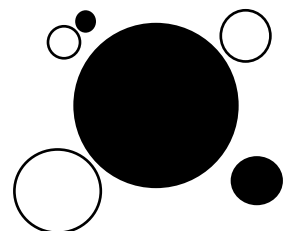
School councils promote shared leadership among those who work closely with the students. The parents, teachers, and the administrator of the school who make up the council have the responsibility to set school policy and make decisions that should enhance STUDENT ACHIEVEMENT.

Discussion: *As an experienced council member your council's work was likely centered on helping students achieve at high levels. What decisions were made, policies written, or discussions had that resulted in student achievement during your previous term(s) on council?*

Directions: Read the short excerpt below and complete the tasks that follow:

Common advice from knowledgeable horse trainers includes the adage, "When the horse dies, dismount." *Seems simple enough.* Yet in our business we don't always follow that advice. Instead we often choose from an array of other alternatives:

- *Buying a stronger whip.*
- *Trying a new bit or bridle.*
- *Switching riders.*
- *Appointing a committee to study the horse.*
- *Riding the horse for longer periods of time.*
- *Saying things like, "This is the way we've always ridden the horse."*
- *Arranging to visit other sites where they ride horses more efficiently.*
- *Increasing the standards for riding a horse.*
- *Creating a test for measuring our riding ability.*
- *Comparing how we're riding now and how we rode 10 or 20 years ago.*
- *Complaining about the state of horses these days.*
- *Coming up with new styles of riding.*
- *Tightening the cinch.*
- *Blaming the horse's parents. The problem is often in the breeding.*

Source: *Orientation to a Systems Approach to Continuous Improvement,* Jim Shipley & Associates

The analogy itself seems unpalatable at times; however, its direct correlation to some of the approaches in education are quite obvious and unpleasant, as well. *If a school's attempt at closing achievement gaps or promoting student achievement is not working, then what must we do differently? Even still, how can the council itself assist in promoting achievement?*

In February 2017, Commissioner Pruitt released *The State of P-12 Education in the Commonwealth of Kentucky*, which shared several notable educational achievements of our state, as well as provided an overview of Kentucky's accountability system that is currently under development. While Kentucky has made strides in improving its schools, we still face challenges-in particular in closing our achievement gaps. An **achievement gap** is defined as a persistent, pervasive, and significant disparity in educational achievement among groups of students (male and female students, students with and without disabilities, students with and without English proficiency, minority and non-minority students, and students who are eligible for free and reduced lunch and those who are not) as determined by a standardized measure.

Commissioner Pruitt addressed achievement gaps in the following excerpt from the State of Education excerpt:

> *In Kentucky, we have a solid legacy of school improvement, having risen from the cellar to about the middle in performance among states, and even into the top ten on several measures.*
>
> *However, we need to be honest about our challenges, and make decisions that are focused on benefitting children. This is critical because for all our academic gains, we have fallen short when it comes to addressing disparities in learning among different groups of students. Far too many children are not getting the education they need and deserve to be successful in life. They are not given the opportunities to learn, to succeed, to challenge themselves, and to access innovative courses and rigorous course work. This disparity is called the achievement gap and, despite decades of well-meaning efforts aimed at closing these academic divides, it has not closed significantly in Kentucky or in any state.*
>
> *Addressing the achievement gap is – and its root causes of opportunity, access and low expectations – must be our leading priority in the years ahead. This is not only a matter of critical importance to the lives of students and their families; it is key to ensuring the economic growth and prosperity of Kentucky.*
>
> *Different groups of students have made gains in Kentucky over the past several decades with successful efforts and reforms. However, gaps remain and are clear in our student achievement numbers.*

All students deserve high quality education. Without addressing achievement gaps, some schools will not get all students to proficiency. One direct way that a school council can help to close achievement gaps is through sound **school policies**. These policies direct the way teaching and learning is implemented in the school. The school council is legally responsible for determining the instructional practices that will be used at the school.

Good school council policy can help you school:

- COMMIT to using *best practices*
- Organize important work
- Build shared understanding and EXPECTATIONS
- Set consistent rules and RESPONSIBILITIES for day-to-day activities

- Provide flexibility for implementation of those rules and responsibilities
- Help PARENTS and new staff understand how your school works
- Fulfill legal requirements
- Avoid LITIGATION

Instructional Policy Evaluation: Please use this time to review your council's policy on *Planning and Resolution of Issues Regarding Instructional Practices*. While reviewing the policy, consider and answer the following questions:

1. Does the policy provide guidance to the school staff on how to close the achievement gap? If so, where? How do you know?

ANSWERS WILL VARY.

2. Review the sample policy (provided by the trainer). How does this policy **compare/contrast** to your council's policy?

ANSWERS WILL VARY.

In the event the council members **cannot** locate the Instructional Policy that corresponds to the council where he/she serves and/or you don't have access to it as the trainer, have them to complete #1 above only using KDE's sample.

As you go back to your school and your school council meetings, consider the following:

1. Do I, as a school council member, understand the key issues in the school's current assessment scores to set appropriate targets for closing gaps?

2. Can I explain to parents, teachers, and/or other staff members how the school council's work is focused on helping all students learn at high levels?

3. Does our school council spend most of its meeting time working on student achievement issues?

Directions: Column I lists several problems a school faces when helping students achieve at high levels and/or in closing the achievement gap. In Column II, list possible solutions to each problem; however, solutions should reflect *how the council itself could assist*.

PROBLEM	SOLUTION
The media specialist wants to help struggling readers by engaging them in high interest novels; however, her budget was minimal and she cannot afford to add any new novels to the media center without sacrificing other needs.	When tentative allocations are received in March, invite the media specialist to present the school's needs to the council. Councils are to consult with the librarian on the maintenance of the facility and this would be a prime time to hear what the library needs and how it correlates directly to the academic needs in the building.
The council is unaware of the current status of performance in the school. The principal assures each member that department chairs have a handle on assessments and that teachers are using data from these assessments to drive their instruction.	Student achievement should be on the forefront of a council's work; therefore, department chairs could present information on how each subject area is working to close the achievement gap and maintaining student success. The council should also set two-year targets for eliminating achievement gaps, reach agreement on those targets with the superintendent, and receive subsequent approval from the BOE. The council should also actively work to amend its CSIP to include those targets alongside other parents, faculty, and staff.
Several reading teachers have asked to participate in a professional development training, which would equip them with new strategies to promote reading in several content areas; however, there is not enough room in the department's budget to make this doable.	The council can make a Section 7 request to the BOE for additional funds. The PD fund expenditures should be aligned to reflect council priorities for school improvement/student achievement.
Although parent involvement has been proven to increase student achievement, parent involvement is lackluster at best. Parents are invited to attend academically charged events at school; however, the primary concern is filling seats at athletic events.	Council members can review/revise its *Parent Involvement Policy* to ensure shareholders are participatory in the academic culture, as well.

Once 5-10 minutes have elapsed, call time and have council members read the problem aloud and share a probable solution. While each pair is sharing, have the others take notes. (They may need to prop papers up on a book or use a surface nearby conducive to writing.) If there are any problems remaining, discuss those as a whole group and generate answers together. If you have multiple members attending, print double of each problem to display. It would be interesting to see what a different pair (or even set of three) came up with as a solution to the same problem. You are

Say: *In addition to promoting student achievement, the council is also responsible for being transparent and inclusive.*

Encourage participants to continue highlighting and annotating throughout the remaining sections. Prior to beginning have participants share the definitions of transparency and inclusivity.

Transparency & Inclusivity

As a governing body of the school, a council's work must be *transparent* and *inclusive*. A responsibility of each council or committee member is ensuring that all shareholders have a say in what council's do and the decisions they make. One way to do that is to make sure that council meetings are open, transparent, and inclusive of all community members. Having effective meetings is crucial to a council's work. What happens at a council meeting has a direct effect on the functioning of the school.

Directions: Let's begin with a pre-test to see what you already know and remember about *Kentucky's Open Meetings* statutes. For each item, write *True* **or** *False* on the line to the left of the statement.

FALSE   1. Open meetings' rules apply when the school council makes decisions, but not if they only discuss the issues. *Applies to all meetings where quorum is present, public business is discussed, actions taken, or decisions made.*

TRUE   2. Public agencies must respond to a request to inspect records in writing and within three days after receiving the request.

TRUE   3. Members of the public may attend any council meeting and are not required to identify themselves in order to attend. *Public may observe with eyes and ears what transpires.*

TRUE   4. Meetings can be conducted by video teleconference. *This is prohibited in closed session though.*

FALSE   5. If a quorum of council members attends the same sporting event, the *Open Meetings Act* is triggered and minutes must be taken. *They cannot discuss public business while at the function though.*

TRUE   6. Councils cannot conduct their meetings by telephone. *An absent member may listen in by telephone, but cannot be counted towards quorum or vote.*

School councils are required to conduct regularly scheduled meetings. Minutes of these meetings must be kept following the open meetings/open records statutes. All meetings where a quorum of the membership is present, where public business is being discussed, or at which time actions or decisions are made must be open to the public.

All school councils must adhere to all open-meeting requirements, which state that…

- *each agency sets its own regular meeting schedule,*
- *the schedule must list the dates, times, and places of the regular meetings, and*
- *the schedule must be available to the public.*

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Closed Session:

A closed session can be called to discuss actual or potential litigation, to discuss candidates during consultation or principal selection, or to discuss items where state or federal law specifically requires privacy, such as school emergency plans. All other business MUST be held in open session. *(There are other reasons for going into a closed session; however, these are the ones pertinent to council work.)*

The following procedures must be followed for a closed session:

1. The school council meeting must begin in OPEN SESSION and then notice and rationale for entering closed session must be given.

2. A MOTION must be made and approved to enter into closed session.

3. The GENERAL TOPIC that is going to be discussed must be described, as well as which subsection of the law allows a closed session for that issue.

4. No ACTION can be taken. The topic may be discussed thoroughly, but NO decision can be made in a closed session.

5. No subject may be discussed other than the one PUBLICLY announced.

6. Minutes should NOT be taken.

7. The school council must RETURN to open session to make a decision.

Special Meetings:

It is occasionally necessary to call special meetings. The chairperson **or** a majority of the school council can call a special meeting that is not on the regular schedule. Written notice must be provided that states the date, time, place and agenda for the special meeting. The written notice must be sent to all school council members 24 hours in advance, as well as posted at the school and meeting location.

Say: Are there any questions before we move forward with this section?

(If participants have questions and you are uncertain of the answers, direct them to the Open Records/Open Meetings Act, which can be found on the SBDM Technical Documents' webpage or on The Attorney General's website at http://ag.ky.gov.

Developing Agendas and Keeping the Minutes

Your agenda sets out the tasks for each meeting. Agendas are a tangible document giving order to a meeting, as well as allowing all members and other participants to understand the purpose and goal of the meeting. Each council and committee determines the frequency and agenda for its meetings as required by KRS 160.345(2)(e). A preliminary agenda can be sent out before the meeting, so long as the school council approves it when the meeting begins. During regular meetings, the council can also revise the agenda. Agendas for special called meetings CANNOT be amended once the official notice has been delivered.

When preparing an agenda for a meeting, whether it be a regularly scheduled meeting or a special called meeting, keep the following questions in mind:

PURPOSE	o *Why are we having this meeting?* o *What do we need to achieve?* o *What topics from the last meeting need to be addressed again?* o *What new topics need to be addressed?*
NOTIFICATIONS	o *When will the meeting take place?* o *Where will the meeting take place?* o *What time will the meeting begin and/or end?* o *Have media outlets been notified?*
AGENDA	o *What items need to be addressed at every meeting (review and approve previous meeting minutes, committee reports, budget items, new business)?* o *What new items should be addressed at this meeting (improvement planning, data analysis, job classifications)?* o *When will the agenda and supporting documents need to be provided to the council members?*

Facilitate a discussion with the participants. Consider the following questions:

1. How would a meeting *without* an agenda operate?

2. Why do you think it is important that a specially called meeting's agenda remain untouched? What would the outcomes be if a special meeting's agenda *could* be changed?

Bobcat High School
SBDM Council Meeting
October 20, 201X

I. Opening Business:

- Roll Call
- Approval of Agenda
- Approval of Minutes from Last Meeting
- Good News Reports
- Public Comment

II. Planning:

- Monthly Review of School Improvement Plan
- Report on Revisions of Plan for Next Year
- 201X-201X Budget Report

III. Committee Reports

IV. New Business

V. Adjournment

What are the strengths of the agenda?	*What other topics may need to be included in order to have an effective meeting?*
✓ Allows for shareholder input ✓ Focuses on achievement ✓ Succinct/concise ✓ Includes other shareholders outside of those elected to councils (public comment & reports from committees)	Answers will vary.

Keeping accurate minutes is <mark>another responsibility</mark> of the school council. Minutes are the official record of school council DECISIONS. For practical purposes, if the school council minutes do not reflect a decision, then the decision did not occur.

At minimum, the school council minutes **must include**:

- *Council name*
- *Names of members present*
- *Date of meeting*
- *Any decision made*

Other **helpful items to include** in the minutes are as follows:

- *Time the meeting began and ended*
- *Names of others present*
- *Summary of major points made in reports and discussions*
- *Names of people who presented reports*
- *Attachments of documents relevant to the group discussions*
- *Follow-up summary: who agreed to do what and by when*

Minutes are **not** meant to be a:

- *point-by-point account of discussions specifying who said what in a discussion,*
- *report on off-track discussion including optional items that could embarrass someone, and/or*
- *an opinion of the author of the minutes or any school council member.*

Minutes Scavenger Hunt: Review the sample minutes on the next page. While reviewing the page, annotate the minutes using the following symbols/methods:

Minimum requirements of minutes (council name, names of present members, date of meeting, decisions made)	Highlight
Helpful items to include (time the meeting began/ended, summary of major points, attachments, etc…)	Place an asterisk (*)
Unnecessary information (point by point account, off track discussion, etc…)	Place a ~~strikethrough~~

Allow council members 5-10 minutes to review the sample minutes.

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Wildcat High School
School Based Decision Making Council (SBDM)

Thursday, November 3, 2016
4:30 p.m.*
H.B. Jones Library
Bluegrass, KY

I. Meeting Called to Order: 4:32 p.m.
   a. Council Members Present: Kassie Cox (Chair), Kristen Fuson (Teacher), Brandon Nimble (Teacher), Neil Skaggs (Teacher), and Morgan Laughlin (Parent)   [*Quorum Obtained*]
   b. Council Members Absent: Monica House (Parent)
   c. Guests Presenting: None
II. Approval of Agenda: Motion made by B.N., seconded by M.L.*
III. Approval of Preceding Meeting Minutes: Motion by M.L. with second by N.S. Minutes approved.*
IV. Committee Reports: None
V. Old Business:
   a. Second reading of the *Athletics and Activities* policy will take place during January's meeting*
   b. Second reading of the *Anti-bullying* policy will take place during February's meeting*
VI. New Business:
   a. Test Scores: Wildcat High School no longer has focus school status. WHS showed improvements in reading, math, social studies, and CCR. Scores went down in science and writing.
VII. Public Comment: None
VIII. Development of Next Month's Agenda (01-12-16)*
   a. Policy readings
   b. Approve minutes from 11-03-16
   c. Second reading of *Athletics and Activities* policy
IX. Adjournment at 5:00 p.m.*: Motion made by M.H. Seconded by K.F.

Upcoming 2017 Meetings:

January 12
February 4th
March 3rd
April 14th
May 5th
June 2nd

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Outside of the legal implications, why should councils work with the Open Records and Open Meetings Act in mind?

Gives the impression that ALL are welcome
While authority rests on the council, it shows that shareholders' opinions are valued.

How do meetings that are transparent and inclusive relate to your role on council?

Answers will vary.

Prior to moving forward to the last activity, ask your trainees if they have any remaining unanswered questions about Open Meetings.

	Activity: *Successful School Councils*		

Directions: Determine whether the statements are reflective of successful or unsuccessful councils. Circle your prediction in Column III and justify your prediction in the last column. *Have members do these together at their tables or independently. Share responses aloud.*

| COUNCIL	SCENARIO	I predict this council will likely be… (Circle one.)	I predict this council to be successful/unsuccessful, because…
1	Commonwealth High School's SBDM meets monthly. Agendas and minutes are posted on the school's website within three or four months of the meeting. Each meeting lasts about thirty minutes and specially called meetings are a rarity. Major decisions are already handled by the chair prior to the meeting.	successful (unsuccessful)	*minutes must be approved and made available to the public by the end of the next meeting and consensus was not reached*
2	Kentucky Elementary School's SBDM members constantly call KDE consultants with inquiries regarding policy development, election questions, and to seek information about upcoming trainings. The SBDM council has a reputation for involving shareholders, checking for compliance with statutory requirements prior to making major moves, and keep student achievement at the center of its work.	(successful) unsuccessful	*council works towards compliance and is intentional about growing the council versus creating dissension or one-upping the other members or chair*
3	Bluegrass Middle School's SBDM council repeatedly has conflicting views on decisions to be made. Instead of striving to reach consensus, the chair makes a determination that he feels best suits the needs of the students.	successful (unsuccessful)	*council lacks consensus, there is no attempt to resolve their views, and council members seem disconnected from the process*
4	Bobcat High School's SBDM asks that each department chair present data pertaining to proficiency, as well as plans for closing the achievement gap in their respective subject areas. The department chairs are assigned a specific month in which they are to present and prior to presenting, use PLC time with their departments to disaggregate data and determine a plan for closing the gaps. The information gathered during these presentations allows the council to better plan what should be included in the CSIP and to set targets for eliminating achievement gaps.	(successful) unsuccessful	*council is student focused/centered, review data, and involve other shareholders outside of the council members themselves*

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REFLECTION

What did I learn about my specific role on the SBDM council?

Answers will vary.

What steps could I take today to be a more effective school council member that fulfills my responsibilities?

Answers will vary.
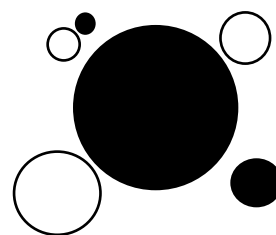
Say: *This concludes the required three (3) hour Roles & Responsibilities training for experienced members. You may keep your training module booklet. Thank you for your participation and attention throughout this training. Your commitment to your school's council is invaluable. You will be issued an EILA certificate shortly, which signifies you have satisfied the required experienced member training.*